



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

650 North Igo Way, Tucson, AZ 85710

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Mary Ann Jackson
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-5
Web Address : www.tusd.k12.az.us/contents/schools/henry.html
Phone Number : (520) 731-4700
Fax Number : (520) 731-4701
E-mail : ann.jackson@tusd1.org

Mission

Anna Henry Elementary School will nurture the intellectual, physical, social, emotional, and aesthetic needs of children by using developmentally appropriate practices, while providing a secure and culturally sensitive environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To design an effective academic intervention program to meet the needs of all Henry students with participation by the Henry staff and community.
- ü To increase student achievement in curriculum areas by analyzing student test data and using that information to drive our instructional program.
- ü To continue implementing Positive Behavior Support Program that creates an environment to support academic learning.
- ü Math, reading and writing instructional caldendars with on-going assessments to increase student learning and achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 328
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 26

Instructional Programs

- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Gifted
- Ü Music and PE Instruction
- Ü K-3 Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school exists for the purpose of educating children. All people connected with the school are holding their present positions as a means to assist with providing the best possible educational opportunity which can be offered to our children.

Parents

To communicate needs and how best those needs can be met; to volunteer in a variety of ways using their skills and talents; to participate in PTA/school-sponsored programs and activities and to provide resources at home for academic enrichment.

Transportation Policy

Henry Elementary does not provide bus service to and from school. Parents, teachers and other authorized persons may be permitted to ride school buses when supervising students on scheduled field trips and excursions.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Two winning essays for Celebrate America Essay Contest	2005
Ü TUSD All District Elementary Honors Orchestra	2005
Ü Henry Elementary, cleanest elementary in the district	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4704	80010	98	99	99	461	443	447	NA	11	10	8	20	18	73	54	53	19	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2282	38935	100	99	99	458	444	447	NA	9	9	9	20	19	73	57	55	18	14	17
Male	29	2422	40974	97	99	98	463	441	448	NA	12	11	7	21	18	72	52	52	21	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	16	2729	34545	100	99	99	450	435	432	NA	12	14	13	24	24	81	54	53	6	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	39	1370	35142	98	99	99	472	462	465	NA	6	5	NA	12	11	72	57	56	28	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	59	4110	69849	100	100	100	462	446	451	NA	8	7	8	19	17	71	57	56	20	16	19
Limited English Proficient Students	--	739	14013	--	98	97	--	410	413	--	27	24	--	35	34	--	35	39	--	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	19	2469	39029	100	99	98	446	435	432	NA	12	14	11	24	25	89	54	52	NA	9	9
Non-Economically Disadvantaged	43	2235	40981	98	99	100	467	451	462	NA	9	6	7	16	13	65	54	54	28	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4701	79438	97	99	98	463	446	451	3	10	9	10	27	24	77	55	56	10	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2284	38775	100	99	99	468	453	457	3	8	7	6	24	22	79	58	58	12	11	13
Male	28	2417	40560	93	99	97	457	440	446	4	13	12	14	29	25	75	52	54	7	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	16	2723	34297	100	99	98	449	438	434	6	12	14	6	30	31	88	52	50	NA	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	38	1369	34887	95	99	98	476	465	471	NA	5	4	NA	18	15	84	62	63	16	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	59	4116	69850	100	100	100	466	451	456	2	8	7	8	25	23	80	58	59	10	9	12
Limited English Proficient Students	--	734	13856	--	98	96	--	403	407	--	29	27	--	44	43	--	26	29	--	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	19	2460	38685	100	98	97	456	437	435	5	12	14	16	30	32	74	53	50	5	4	5
Non-Economically Disadvantaged	42	2241	40753	95	99	99	466	456	467	2	8	5	7	23	16	79	57	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	4706	79971	100	99	99	445	420	423	2	7	8	24	43	41	75	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2287	38974	100	99	99	456	432	437	3	5	5	6	36	33	91	57	57	NA	2	4
Male	30	2419	40895	100	99	98	434	408	410	NA	9	10	43	50	47	57	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	16	2724	34481	100	99	99	438	416	410	6	7	10	19	46	46	75	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	40	1373	35150	100	99	99	453	430	437	NA	5	5	20	38	35	80	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	59	4102	69713	100	99	100	450	426	429	NA	5	5	20	41	39	80	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	19	2467	38994	100	99	98	446	414	409	NA	8	10	32	47	47	68	45	41	NA	1	1
Non-Economically Disadvantaged	44	2239	40977	100	99	100	445	427	437	2	6	5	20	39	34	77	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	4554	80147	90	98	99	482	474	482	5	13	11	16	20	17	63	48	49	16	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2200	39281	88	98	99	476	475	483	7	11	9	13	22	17	70	48	50	10	19	24
Male	27	2352	40780	93	97	98	489	473	482	4	14	12	19	19	17	56	48	48	22	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	15	2529	33494	83	98	99	463	466	466	NA	15	15	33	24	23	60	47	49	7	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	39	1383	36122	95	98	99	486	492	501	8	7	5	10	14	10	64	51	50	18	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	53	3965	69852	98	100	100	484	479	488	6	10	7	13	20	16	64	50	51	17	21	26
Limited English Proficient Students	--	669	12722	--	97	97	--	439	441	--	27	27	--	35	33	--	34	37	--	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	14	2431	38371	82	97	97	483	464	465	NA	16	15	21	24	23	79	47	49	NA	13	13
Non-Economically Disadvantaged	43	2123	41776	93	98	100	482	485	498	7	9	6	14	16	11	58	49	49	21	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	4563	79686	89	98	98	479	463	470	2	13	11	18	27	24	75	53	57	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2214	39163	91	99	99	478	468	475	NA	10	9	23	25	22	74	57	60	3	8	10
Male	25	2347	40438	86	97	97	480	457	465	4	16	13	12	30	25	76	49	54	8	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	15	2525	33299	83	98	98	460	454	452	NA	16	17	33	32	32	67	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	38	1388	35914	93	99	98	479	482	489	3	6	5	13	19	15	82	63	67	3	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	53	3970	69878	98	100	100	480	468	475	2	9	8	19	27	23	74	57	61	6	7	9
Limited English Proficient Students	--	666	12594	--	97	96	--	420	422	--	34	34	--	47	45	--	19	21	--	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	14	2438	38095	82	98	97	476	452	452	NA	17	17	29	32	32	64	48	48	7	3	3
Non-Economically Disadvantaged	42	2125	41591	91	98	99	480	475	486	2	9	6	14	23	16	79	59	65	5	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4592	80372	98	99	99	479	474	475	2	4	4	18	31	30	81	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2219	39452	100	99	99	477	485	488	3	3	3	12	22	22	85	72	72	NA	2	3
Male	28	2371	40836	97	98	98	481	463	464	NA	5	6	25	38	37	75	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	18	2551	33608	100	99	99	459	469	462	6	5	6	28	33	36	67	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	40	1388	36213	98	99	99	488	486	489	NA	2	2	13	26	22	88	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	53	3964	69846	98	100	100	490	480	482	NA	3	3	11	27	26	89	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	16	2454	38521	94	98	98	462	463	461	6	6	6	13	35	38	81	59	55	NA	1	1
Non-Economically Disadvantaged	46	2138	41851	100	99	100	485	485	489	NA	2	3	20	26	22	80	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4552	79306	96	98	99	512	496	504	6	16	13	15	23	20	63	47	49	17	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2186	38845	97	98	99	495	496	505	7	14	11	25	24	20	61	49	50	7	14	18
Male	20	2365	40383	95	97	98	536	496	504	5	18	14	NA	22	19	65	45	47	30	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	12	2530	32673	100	98	99	496	485	487	17	19	18	17	27	25	50	45	46	17	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	31	1420	36234	94	97	99	521	517	523	NA	8	6	16	16	13	65	51	52	19	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	43	3979	69020	100	100	100	516	501	510	2	12	9	16	22	18	63	50	52	19	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	19	2380	37437	95	98	97	493	484	486	11	20	19	26	26	26	53	45	46	11	9	9
Non-Economically Disadvantaged	29	2172	41869	97	98	100	525	508	521	3	11	7	7	18	14	69	49	51	21	21	27

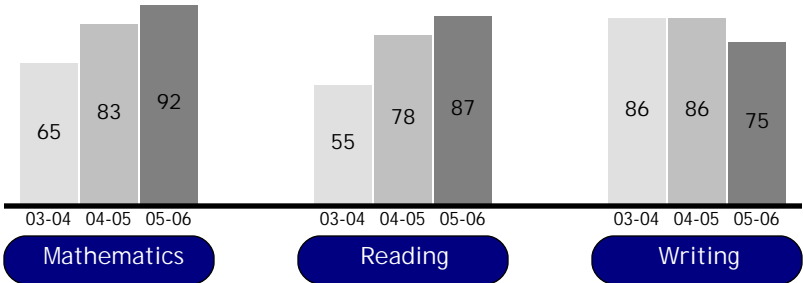
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4596	79000	96	99	98	497	483	489	4	11	10	25	28	24	56	54	58	15	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2204	38774	97	99	99	499	488	494	4	7	7	25	27	22	54	57	61	18	8	10
Male	20	2391	40150	95	98	98	495	479	485	5	14	12	25	28	25	60	53	55	10	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	12	2553	32508	100	99	98	481	473	472	17	13	15	33	34	33	42	49	49	8	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	31	1435	36135	94	98	98	508	503	508	NA	6	4	16	17	14	65	64	67	19	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	43	3979	69009	100	100	100	501	489	495	NA	7	6	23	26	22	63	59	62	14	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	19	2403	37234	95	98	97	474	472	472	5	14	15	53	34	33	37	49	50	5	3	3
Non-Economically Disadvantaged	29	2193	41766	97	99	99	512	495	505	3	8	5	7	21	16	69	60	65	21	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	4607	79611	100	99	99	524	500	496	2	5	7	16	36	37	82	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2206	39016	100	99	99	533	514	511	NA	3	4	7	26	29	93	70	66	NA	1	1
Male	21	2400	40519	100	99	98	511	488	482	5	7	10	29	44	44	67	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	12	2557	32855	100	99	99	511	495	481	NA	6	10	33	39	43	67	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	33	1445	36380	100	99	99	528	510	511	3	4	4	12	29	30	85	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	43	3964	68947	100	100	100	533	509	504	NA	3	4	9	32	34	91	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	20	2415	37626	100	99	98	510	492	479	NA	6	10	25	41	45	75	52	45	NA	0	0
Non-Economically Disadvantaged	30	2192	41985	100	99	100	533	510	511	3	4	4	10	30	30	87	65	65	NA	1	1

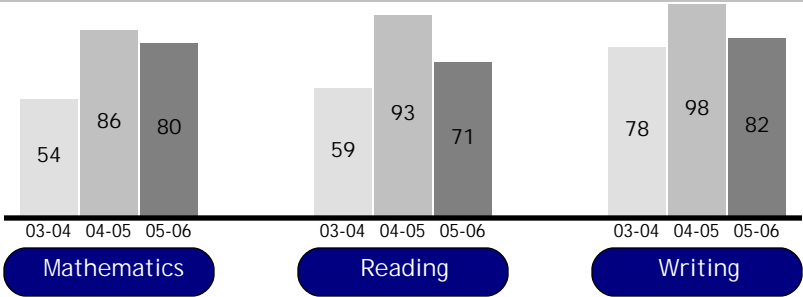
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	49	NA	58	98	50	43	47	100	58	44	46
	Language	100	39	45	50	98	44	42	47	100	50	44	48
	Mathematics	98	71	56	64	100	57	48	50	100	72	50	52
3	Reading	96	56	NA	55	98	53	41	44	97	52	43	46
	Language	96	60	56	61	98	46	40	44	100	52	43	46
	Mathematics	96	61	53	61	98	51	47	51	98	58	48	52
4	Reading	91	74	NA	56	100	51	43	48	90	58	46	52
	Language	96	60	45	52	100	49	44	49	98	50	48	52
	Mathematics	92	70	50	61	100	52	48	53	92	54	52	58
5	Reading	96	57	NA	55	98	67	46	50	96	56	50	56
	Language	96	48	41	49	98	65	46	50	100	52	50	54
	Mathematics	94	61	53	63	98	69	45	49	96	56	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Anna Henry Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Approves School Accountability Plan
- Ü Expenditures of Discretionary Tax Money
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Diversity Appreciation
- Ü Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	5	8	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Compaq Computer Lab
- Ü Classroom Compaq Computer Workstations
- Ü Library Computer Center

Extracurricular Activities

- Ü Student Council
- Ü Physical Education Instruction
- Ü Choir Club
- Ü Music Instruction
- Ü Track & Field
- Ü Newsletter Club
- Ü Good News Club

Social Services

- Ü Afterschool Program
- Ü Breakfast/Lunch Programs
- Ü Clothing/Food Banks
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Henry Student Body received an award for their participation in the Southern Arizona AIDS Foundation Holiday project for collecting toys for children and donating \$250.
- Ü Henry School was recognized by Arizona and the TUSD Governing Board as a Highly Performing School under AZLearns
- Ü Henry Custodians were recognized and honored for having the cleanest Elementary school in TUSD for the 2005-06 school year
- Ü Henry received EXXON grant for \$500 to assist in our after-school tutoring program

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All TUSD sites have developed School Safety Plans that include fire, safety, emergency and crisis procedures. Our School Resource Officer provides prevention activities for our students including the GREAT Program and Stranger Danger for grades K-5.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Judy Thompson	(520) 731-4700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pamela Fine	(520) 225-6400
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Sandra Crystal	(520) 731-4700
Student Health/Nurse	Donna Johnson	(520) 731-4717

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.